RELATIONSHIP AUTHENTIC LEADERSHIP TO COACHING EFFICACY ANALYSIS

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Abstract

Increasing business conditions in the second quarter of 2017 and the number of businesses in Indonesia that increase each year, make the competition tighter and increase the number of competitors. In order to compete and survive in the fierce competition, an effort is needed that can help solve the problem. One of the solutions is to find people who can help in deal with problems and exchange ideas to grow the business. In this context, a business coach is the person. Business coaches will help to develop self-potential and become coach as well as companion in exchange of knowledge and information. Thus, will open his mind and be able to issue ideas that can grow his business. However, there are still many who do not believe in the role of a coach who can help to develop self-potential. Thus, the trust between the coach and his client must be built first. The trust between these coach-clients can be obtained from authentic leadership perceived or owned by a coach.

This study aims to determine the relationship of authentic leadership to coaching efficacy. The population in this study is business coaches in Indonesia and the sample is 100 business coaches. The research method used is quantitative method. Study results indicate authentic leadership has a positive relationship to coaching efficacy. Business coaches are expected to improve self-awareness and technique during business coaching sessions.

Key Words: Business Coaching; Authentic Leadership; Coaching Efficacy
JEL Classification: C12, M21, M29

1. INTRODUCTION

The number of businesses in Indonesia, especially Micro, Small and Medium Enterprises (MSMEs) increased from year to year. Based on the latest data from the Ministry of Cooperatives and MSMEs and Bappenas in 2014, the number of MSMEs that continue to increase over the years is seen in Table 1.

Table 1. The Number of MSMEs in Indonesia

Year	2011	2012	2013	2014
The Number of MSMEs (million units)	55,2	56,5	57,9	59,3

Source: The Ministry of Cooperatives and MSMEs and Bappenas.

Based on table 1, the growth of MSMEs from 2011 to 2014 has increased by 4.1 million units or 7.4%. According to the table, by 2012 the number of MSMEs has increased by 1.3 million units or 2.3% from the previous year. In 2013 and 2014, there was an increase of MSMEs number by 1.4 million units or 2.4% from the previous year.

The increasing number of businesses resulting in tighter competition and increment number of competitors. Every business will compete with each other in order to survive as well as striving to best its competitors. This moment, it takes business companions who can develop their own potential and develop the business. One that can be a business companion is a business coach.

Business coach is a professional coach who has been trained and has business experience that oversees, assists, and guides Micro, Small and Medium Enterprises (MSMEs) in developing, starting and growing their business. Business coaches help MSMEs clarify goals, business goals, and help develop skills and determine the resources needed to become successful companies. Business coaches meet clients directly or use phone to conduct business coaching sessions. The meeting aims to discuss business issues and help clients to achieve the desired goals. The result is what experience the client gains about what success and meaning means in achieving that success (Clason, P., 2001, p.5).

President Director of IBM Indonesia, Gunawan Susanto revealed that every leader needs a coach on a talk show held with Coaching Indonesia Academy on July 23, 2016. He revealed the statement because he still has a coach and mentor, who helped him exchange ideas in developing the organisation. Coaching and mentoring that has been entrenched in the organisation is believed to be able to accelerate the birth of new talents to offset the growth of the market.

"Business coaches support clients/coachee to improve their personalities and professional effectiveness in a variety of businesses" (Gale, Lijenstrand, Pardieu & Nebeker, 2002; in Gatling et al., 2013, p.337). Many styles of leadership that can be applied by business coach, one of which is authentic leadership. Authentic leadership is perfect if applied by a business coach. Because building authentic leadership refers to a leadership style in which leaders demonstrate to others genuine and honest desires to understand their leadership in order to serve others more effectively (Walumbwa et al., 2008; in Gatling et al. , 2013, p.337).

Previous research written by Gatling et al. (2013), explained that authentic leadership is a crucial factor in the context of business coaching. There were four components in authentic leadership, namely self-awareness, balanced processing, internalised moral perspective, and relational transparency. The self-awareness of a business coach refers to the extent to which the coach is aware of his strengths, limitations and how coaches affect his client/coachee. Balanced processing is how a coach takes into consideration all the options and sees from different points of view before making important decisions. Internalised moral perspective, the extent to which the business coach establishes standards for moral and ethical execution. Finally, relational transparency that requires business coach to be open to feedback by giving others the opportunity to express opinions and issue ideas.

Business coaches can help businesses grow their business. It proves that a business coach should have an authentic leadership style. Because a coach must show his coachee/clients a genuine and honest desire to understand their role in guiding and coaching more effectively. This will build trust between coach and client. The result of previous research by Gatling et al. (2013), stated that authentic leadership was significantly related to coaching effectiveness. The effectiveness of coaching is measured by three variables, namely coaching efficacy, business efficacy, and personal efficacy. Researcher wanted to know whether there is a relationship between authentic leadership to coaching efficacy. Thus, the researcher wanted to focus more on one variable that measures the effectiveness of coaching, namely coaching efficacy.

2. LITERATURE REVIEW

The definition of business according to Griffin and Ebbert (2007) was "Organisations that provide goods or services with the intention of making a profit". Griffin and Ebbert (2007) defined earnings as the difference between income and business expenditures that encourage people to open and expand businesses. In addition, Griffin and Ebbert (2007) said that "Businesses produce most of the goods and services that people consume and employ many people."

Every businesses must have a leader who leads the business. A leader applied leadership in business and daily life. There were several definitions of leadership. The first definition was "Leadership is a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2007; in Bishop, 2013, p.1). Next, "Leadership is quality of the behavior of individuals whereby they guide people or their activities in organised effort" (Novicevic, Davis, Dorn, Buckley, & Brown, 2005; in Bishop, 2013, p.1). Meanwhile, according to Vroom and Jago in Chatman & Kennedy (2010), leadership is the process of motivating people to cooperate collaboratively to achieve something great that is embedded in the minds of leaders and followers. It can be concluded that leadership is an individual process that influences a group of people while also motivates them to achieve certain goals.

One of the leadership styles that may be used by business owners is authentic leadership. According to Gatling et al. (2013), authentic leadership is defined as a pattern of leader behaviour that draws upon and promotes both positive psychological capacities and a positive ethical culture through four factors that support positive self-development: self-awareness, balanced processing, internalised moral perspective and relational transparency. Walumbwa et al. (2008) encompasses authentic leadership into four important dimensions, as follows:

1. Self-awareness:

   Self-awareness refers to demonstrating an understanding of how a person acquires and interprets the meaning of the world and how the interpretation of meaning impacts the way a person views himself or herself over time. It also refers to showing an understanding of one's strengths and weaknesses; impact on others; and evaluate his own behavior. Self-awareness is very important because it shows that one realizes one's strengths and weaknesses, helps one sincerely, and is very important to be authentic.

2. Relational transparency:

   Relational transparency refers to presenting a person's authentic self (as opposed to a fake or distorted self) and the actual behavior to others. Such behavior encourages trust through disclosures involving information disclosure, expressing thoughts and feelings while trying to minimize the

appearance of inappropriate emotions in order not to mislead or deceive anyone about who they are.

3. Balanced processing:

 Balanced processing refers to leaders who show that they objectively analyze all relevant data regardless of their personal assumptions or point of view before making a decision.

4. Internalised moral perspective:

 Internalised moral perspective is the form of internalisation (the process of entering values on a person who shapes his mindset in seeing reality) and integrated self-organisation. This self-regulation is controlled by the moral standards and values of groups, organisations, and societies and the results are expressed with decision-making and behavior consistent with the values internalised. Internalised moral perspective involves the inner urge of leaders to achieve behavioral integrity (e.g. consistency between values and actions).

Authentic leadership in the context of business coaching is an important factor in coach relationships with clients or coachee in which the leader demonstrates genuine and honest desire to understand their leadership in order to serve others more effectively. Researchers, organisations, and business owners begin to appreciate the role played by coaching in daily leadership activities.

Authentic leadership is the behavioral pattern of leaders who utilize and enhance positive psychological capacity and positive ethical culture through four factors that support positive self-development: self-awareness, balanced processing, internalised moral perspective, and relational transparency. Self-awareness of a business coach refers to the consciousness and coach's belief in personal values, feelings, motives, and cognitions as well as an awareness of the personal aspects inherent in the conflict, which can affect coach's feelings, actions and behaviors (Ilies, Morgeson, & Nahrgang, 2005 in Gatling et al., 2013). Balanced processing is a core of integrity and personal character of coach as it influences their decisions and actions (Gavin, Quick, & Cooper, 2003 in Gatling et al., 2013). Business coaches considered to have internalised moral perspective are considered morally authentic. Such coaches will gain more influence and will increase the positive effects on others (Hannah, Lester, & Vogelgesang, 2005 in Gatling et al., 2013). Finally, relational transparency requires business coach's willingness for inspection and feedback, thus facilitating a more effective leadership style (Chan, Hannah, & Gardner, 2005 in Gatling et al., 2013).
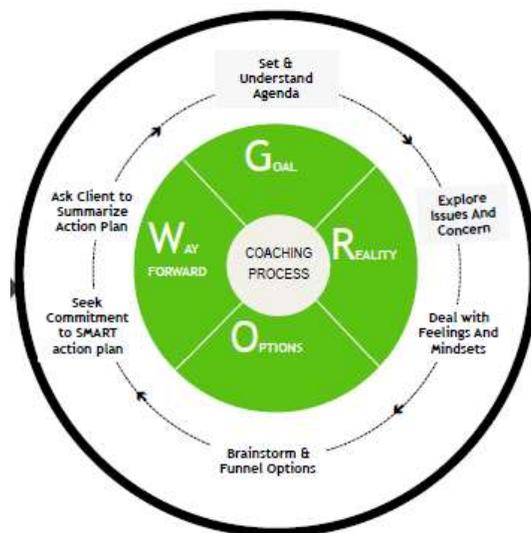
Based on the results of previous research by Gatling et.al. (2013), "There was statistically significant evidence that authentic leadership as measured by a 15-item revision of the ALQ scale is a valid construct in business coaches." It can be inferred that authentic leadership was used in the context of business coaching. A business coach can apply authentic leadership in an effort to help improving or developing a business. Authentic leadership is also predicted to have an impact on coaching effectiveness. The effectiveness of coaching is measured by looking at three factors, namely coaching efficacy, business efficacy, and personal efficacy (Gatling et al., 2013).

Based on previous research, described business coaching is a combination of the processes, techniques and structures utilised in coaching delivered by persons having previous business experience (crompton, 2012, p.23). The popular and published literature to date has separated coaching and mentoring, usually reporting it as two separate functions. However, it seems universally that no one has agreed on the definition of coaching. Therefore, it is very important in this regard to describe the origin, definition, role, research and application of coaching.

The term coaching is better known in sport as one of the training methods, but as time progresses, coaching begins to be implemented in everyday life, business, and other more specific matters (Salim, 2014, p.1). Coaching is how to help someone find what they want from the position where he is now, by exploring what resources are needed, the mental attitude to be built and the appropriate techniques in implementing it. Coaching can also be translated into someone who can facilitate coachee to achieve better performance than the present situation by asking the right questions (Salim, 2014, p.2). "Coaching is a useful way of developing people's skills and abilities, and of boosting performance. It can also help deal with issues and challenges before they become major problems. "(Editorial Team, 2017). The role of coaching in business, explores business with questions about financial issues, vision and mission, processes, resources, systems and marketing (Salim, 2014, p.127). While the role of a coach is as a mirror that became an example or role model for people who were given coaching (Dunamis Program Overview, 2016).

As mentioned earlier, business coaching is a combination of coaching processes with techniques conveyed by a coach who has business experience. Here is a picture of the coaching process:
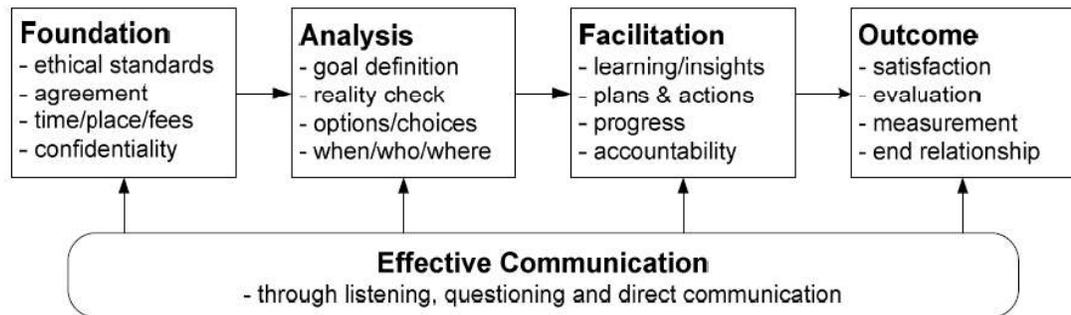
Figure 1. Coaching Process

Source: Dunamis Program Overview, 2016

 Simple analogy of the above model is there are 4 main stages are Goal, Reality, Options, and Way forward. Goal is the objectives to be achieved, the coaching process done is to set and understand the agenda. The second stage is Relaity, there are two processes of explore issues and concerns and deal with feelings and mindset. The third stage, options is how to achieve goals, can be done with the process of brainstorming & funnel options. The fourth or final stage is Way Forward, the stage where there is a willingness to start moving towards the goal to be achieved, with the process of seeking commitment and determining the smart plan and summarizing the action plan. The coaching process when combined with the delivery technique of the coach, it will be a business coaching process described as follows:

Figure 2. Business Coaching Process Framework

Source: Crompton, B. M., 2012

Coaching efficacy is a concept or idea that has implications or impacts on coaching effectiveness. This is supported by the opinion of Feltz et al. (1999) in Kavussanu et al. (2008, p.384) which stated that "A construct that has implications for coaching effectiveness is coaching efficacy". In addition Feltz et al. (1999) in Kavussanu et al. (2008, p.384) defined coaching efficacy as to what extent coaches believe they have the ability to influence the learning and coachee performance or their clients. Coaching efficacy suggests that coaches with high efficacy rates may be more effective than those with low efficacy rates.

Coaching will certainly work if coaches empathize, support, and confident but do not demand perfection and try to tell what to do (Maltis, R. L., 2010 in Dewi, 2015, p.5). According to Feltz et al. (1999) in Kavussanu et al. (2008) coaching efficacy has four dimensions, as follows:
1. Motivation:

Motivation refers to the trust of coaches to their ability to influence their psychological skills and coachee circumstances(keadaan).

2. Game strategy:

 Game strategy is trust coaches on their ability to train and lead their teams to achieve efficacyful performance within a competition. In business coaching, coach trust is required to achieve efficacyful performance in business competition.

3. Technique:

Technique relates to the coaches's beliefs about the skills in giving instructions and their diagnostic abilities.

4. Character building:

Character building concerns the coaches's belief in their ability to influence their self-development coachee and positive attitudes. In business coaching, coach trust is needed to influence self-development of coachee and their positive attitude toward business.

The result of study was written by Gatling, Castelli, & Cole (2013), titled Authentic Leadership: The Role of Self-Awareness in Promoting Coaching Effectiveness, gave conclusion as follow:

This study examined the relationship between authentic leadership and coaching effectiveness in a sample of business coaches. The purpose of this study was to determine the extent to which business coaches perceived that they possess the qualities of authentic leadership and if authentic leadership is related to coaching performance measured as the coaches' perceived effectiveness in obtaining the client's personal and business goals. First, there was statistically significant evidence that authentic leadership as measured by a 15-item revision of the ALQ scale is a valid construct in business coaches. This served as foundation for the subsequent analysis of authentic leadership's impact on coaching effectiveness, results of which indicate that authentic leadership can function as a predictor of coaching effectiveness. Research should continue to examine the impact of authentic leadership on coaching effectiveness since authentic leadership appears to be a salient factor in further enhancing the performance of business coaches seeking to be effective in obtaining goals set by the client and the coach.

The study examined the relationship between authentic leadership and coaching effectiveness with a sample of business coaches. The purpose of the study was to determine the extent to which the business coaches feel that they have the qualities of authentic leadership and authentic leadership related to coaching effectiveness in achieving the personal and business goals of the client. Confirmatory Factor Analysis (CFA) was used to measure the validity of the concept of authentic leadership in the context of business coaching. The result of the concept of authentic leadership in the context business coaching was valid and proven authentic leadership has a significant relationship to coaching effectiveness.
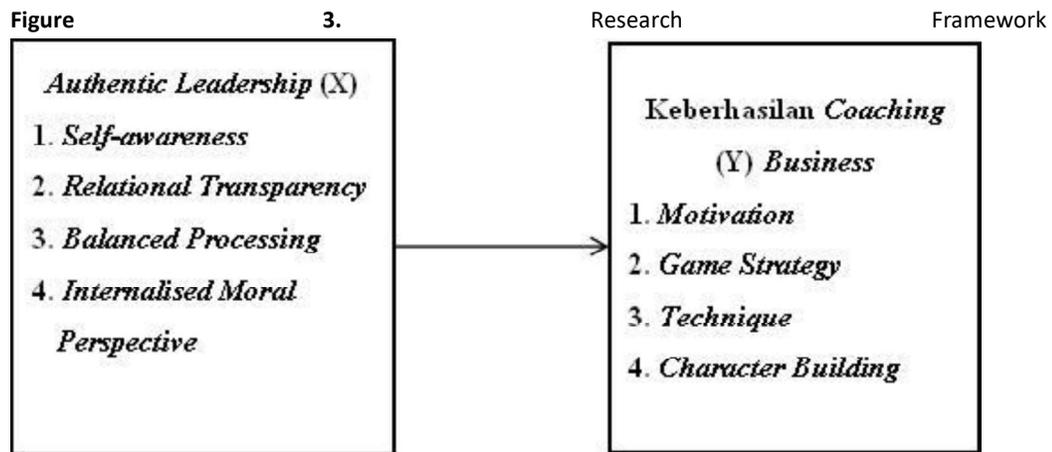
Another study was written by Kavassanu et al. (2008) entitled coaching efficacy and coaching effectiveness, the results indicated that coaching experience has a positive relationship with coaching efficacy that provides further support for coaching efficacy model. The coaching efficacy dimension corresponds to an important component of effective coaching. Coaches who want to improve coaching efficacy need to improve their experience in coaching. This study refers to the concept or model of coaching efficacy used in research written by Kavassanu et al. This study seeks to broaden the literature by investigated the coach's perceptions of coaching effectiveness in the four dimensions of coaching efficacy.

Other research may expose the variables that can improve coaching effectiveness, presented by Santi Riana Dewi (2015) in JBBE, taking the following conclusions:

There is a positive direct effect of transformational leadership on coaching. This means that improvements in the quality of transformational leadership will lead to improvements in coaching. Thus transformational leadership has a role to increase coaching effectiveness.

It is explained that transformational leadership has a role to increase coaching effectiveness. Based on the results of this research, researcher want to know the contribution of other variables besides transformational leadership, that is whether authentic leadership also has a role in increasing coaching effectiveness measured by coaching efficacy.

Based on the previous research model and theoretical model that have been described previously, researcher described the frame of thought which serves as a mindset in solving this research problem. The framework of this research is illustrated in the form of diagrams shown in Figure 3.

Figure   3.   Research   Framework

Source: Gatling et al. (2013) and Kavussanu et al., 2008

After establishing the framework, the hypothesis is then formulated. According to Zikmund, Babin, Carr, & Griffin (2010), hypothesis is a formal statement that explains some empirically testable results and propositions. In its simplest form, hypothesis is an approximation. This study aims to examine the relationship between authentic leadership to coaching efficacy. To test the statement, the researcher made hypotheses that can be tested empirically. Hypotheses used in this research are as follows:

H0: There is no relationship between authentic leadership towards coaching efficacy.
H1: There is a relationship between authentic leadership towards coaching efficacy.

3. METHODOLOGY

3.1 PARTICIPANTS

This research has two major research questions. One of them is to find out whether authentic leadership has relationship with business coaching efficacy or not. And the other question is to know whether business coach need to have authentic leadership characteristics to achieve coaching efficacy or not. Data collection was used quitionares with likert scale to be processed and answer the research questions. Participants for this study were randomly selected from the population of business coaches in Indonesia. The convenience sampling technique was used for sampling and sample results are 100 business coaches. The sample were mostly moslems (85 per cent) and male (63 per cent), with 39 per cent in the age range of 30–44 years old, and with a graduate degree (61 per cent).

3.2 MEASUREMENTS

The method used in this study was quantitative method because the supporting data obtained from this research was in the form of quantitative data. "The quantitative method is a method which enable the findings using statistical procedures or other means of quantification (measurement)" (Sujarweni, 2015, p.39). Various studies based on method, objectives, type of investigation, setting of researcher, research setting, unit of analysis and execution time had been described (Indrawati, 2015, p.113). Characteristics of this study are excavated in Table 2. below:

Table 2. Research Characteristics

No	Characteristics of Research	Type
1	Based on method	Quantitative
2	Based on objectives	Descriptives
3	Based on type of investigation	Corellational
4	Based on researcher involvement	Does not interfere with data
5	Based on analysis units	Individual
6	Based on the time of implementation	Cross sectional

Source: Authors, 2018

Authentic leadership variable was measured by Gatling et al.'s (2013) 15-item Authentic Leadership Questionnaire(ALQ). Authentic Leadership Questionnaire measured authentic leadership with the four dimensions of self-awareness (4 items), relational transparency (5 items), balanced processing (3 items), and internalised moral perspective (3 items). Each items was asked the business coach to judge the frequency of authentic leadership applied with 5-point Likert scale, Likert scale used to measure Authentic Leadership is shown in the table below.

Table 3. Likert Scale for Independent Variable

Description	Score
Not at all	1
Once in a while	2
Sometimes	3
Fairly often	4
Frequently	5

Source: Authors, 2018

While the coaching efficacy variable was measured with the four dimensions of motivation (7 items), game strategy (7 items), technique (6 items), and character building (4 items). Each item was asked the business coach to judge how much confidence percieved with 5-point Likert scale and Likert scale used to measure coaching efficacy are as follows:

Table 4. Likert Scale for Dependent Variable

Description	Score
Not very confident	1
Not confident	2
Neutral	3
Confident	4
Very Confident	5

Source: Authors, 2018

3.3 DATA ANALYSIS

"Validity indicates the extent to which a measuring device can measure what it wants to measure, so the higher the validity of a measuring device, the more it shows what should be measured" (Indrawati, 2015, p.146). Validity test for variable in the study used product moment pearson correlation technique

with SPSS 20.0 software. According to Sugiyono (2014), the validity of an item can be known by comparing r arithmetic with r table, as described below:

- if the value of r arithmetic <r table, then the item is declared invalid

- if the value of r arithmetic> r table, then the item is declared valid

Before doing the test, r value were looked from the r table. R value of table can be seen in table r statistic, with value df = N-2. Adjusted with the number of respondents as many as 30 people (df = 30-2, df = 28) and alpha = 0.05. Then, the r value of the table was 0.361. Validity test results can be seen in table 5.

Table 5. Validity Test

Authentic Leadership Variable			
Item Codes	r arithmetic	r table	Conclusion
AL 1	0,390	0,361	Valid
AL 2	0,537	0,361	Valid
AL 3	0,717	0,361	Valid
AL 4	0,638	0,361	Valid
AL 5	0,409	0,361	Valid
AL 6	0,469	0,361	Valid
AL 7	0,625	0,361	Valid
AL 8	0,473	0,361	Valid
AL 9	0,551	0,361	Valid

(cont.)

(cont.)

AL 10	0,682	0,361	Valid
AL 11	0,589	0,361	Valid
AL 12	0,694	0,361	Valid
AL 13	0,744	0,361	Valid
AL 14	0,676	0,361	Valid
AL 15	0,560	0,361	Valid
Coaching Efficacy Variable			
Item Codes	r arithmetic	r table	Conclusion
CE 1	0,855	0,361	Valid
CE 2	0,696	0,361	Valid
CE 3	0,853	0,361	Valid
CE 4	0,704	0,361	Valid
CE 5	0,838	0,361	Valid
CE 6	0,882	0,361	Valid
CE 7	0,867	0,361	Valid
CE 8	0,867	0,361	Valid
CE 9	0,920	0,361	Valid
CE 10	0,893	0,361	Valid

CE 11	0,751	0,361	Valid
CE 12	0,797	0,361	Valid
CE 13	0,872	0,361	Valid
CE 14	0,822	0,361	Valid
CE 15	0,776	0,361	Valid
CE 16	0,783	0,361	Valid
CE 17	0,779	0,361	Valid
CE 18	0,731	0,361	Valid
CE 19	0,790	0,361	Valid
CE 20	0,797	0,361	Valid
CE 21	0,798	0,361	Valid
CE 22	0,836	0,361	Valid
CE 23	0,835	0,361	Valid
CE 24	0,791	0,361	Valid

Source: Authors, 2018

In addition to testing the validity, also tested the reliability using Cronbach Alpha technique. Alpha-Cronbach coefficient of at least 0.70 indicates that the questionnaire has a fairly good level of reliability. Level of reliability based on Alpha coefficient value, can be seen in Table 6.

Table 6. Reliability Level Based on Alpha Coefficient Results

Alpha Coefficient	Reliability Level
< 0,60	Bad Reliability
0,60 - 0,70	Fair Reliability
0,70 - 0,80	Good Reliability
0,80 - 0,95	Very Good Reliability

Source: Zikmund et al., (2010, p.306)

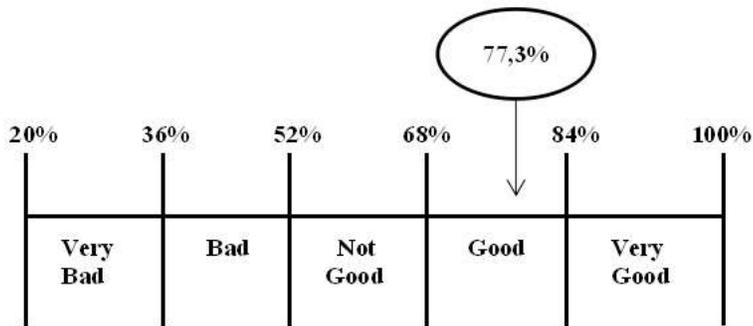Reliability is measured using SPSS 20.0 software. The result of measured reliability can be seen in Table 7.

Table 7. Reliability Test

Variable	Alpha-Cronbach	N of Items	Description
Authentic Leadership	0,844	15	Very Good Reliability
Coaching Efficacy	0,978	24	Very Good Reliability

Source: Authors, 2018

The results in the table above show that both variables have excellent reliability. Furthermore, descriptive analysis was conducted to see business coach assessment on both variables, namely authentic leadership and coaching efficacy. The result of descriptive analysis showed the assessment percentage based on business coach's opinion who are respondent to authentic leadership variable is 77,3%. Such numbers were included into good criteria. The number for authentic leadership variable, if being drawn into continuum line, the result will be as follows:

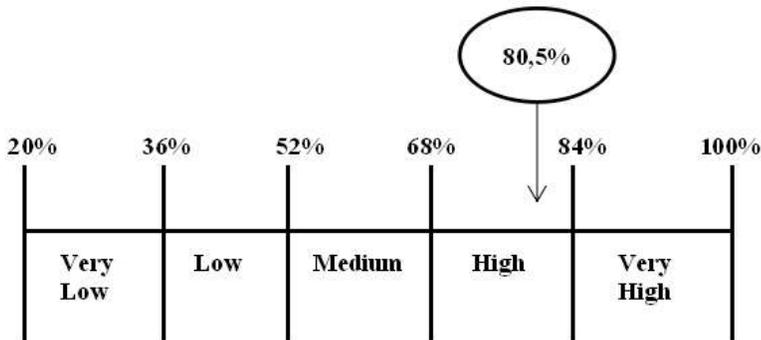**Figure 4.** Authentic Leadership Continuum Line

Source: Authors, 2018

Such number was obtained through respondents' response on 15 items statement on four dimensional authentic leadership variable. The response, if were to be sorted descending from the highest number of percentage starting from balanced processing dimension (80,2%), relational transparency dimension (77,1%), internalised moral perspective dimension (76,5%), and self-awareness dimension (76,2%).

Based on the opinion of the business coach who is the respondent for the coaching efficacy variable, obtained the percentage of assessment in the amount of 80.5%, the value was included in the high criteria. The value for the coaching efficacy variable, if being drawn into continuum line, the result will be as follows:

Figure 5. Coaching Efficacy Continuum Line

Source: Authors, 2018

The value was obtained through respondents' response on 24 items statement on four dimensions of coaching efficacy variable. Response of respondents to four dimensions of coaching efficacy, if were to be sorted descending from the highest number of percentage starting from character building dimension (84.7%), game strategy dimension (80.3%), motivation dimension (79.5%), and technique dimension (79.3 %).

Cross tabulation in this research was used to analyze the relationship of authentic leadership to coaching efficacy and both variables were checked thoroughly and simultaneously. Cross tabulation showed the frequency distribution and distribution in the percentage of the two variables studied. The

following is the distribution percentage table for authentic leadership variable and coaching efficacy variable.

Table 8. Percentage of Authentic Leadership Distribution with Coaching Efficacy

Coaching Efficacy (Dependent)	Authentic Leadership (Independent)										Total	
	TSS		S		KK		LS		STTS			
	f	%	f	%	f	%	f	%	f	%	f	%
STPD	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
TPD	0	0%	0	0%	0	0%	1	1%	0	0%	1	1%
N	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
PD	0	0%	0	0%	7	7%	1	1%	0	0%	8	8%
SPD	0	0%	4	4%	40	40%	47	47%	0	0%	91	91%
Jumlah	0	0%	4	4%	47	47%	49	49%	0	0%	100	100%

Source: Authors, 2018

Description:

TSS : Not at all	STPD : Not Very Confident
S : Once a while	TPD : Not Confident
KK : Sometimes	N : Neutral
LS : Fairly Often	PD : Confident
STTS :Frequently if not always	SPD : Very Confident

Table 8 shows that 91 respondents stated that they were very confident in coaching efficacy and 49 respondents stated fairly often in authentic leadership applied. In addition, cross-tabulation results showed a great sense of confidence in coaching efficacy perceived by business coaches to be greater for respondents who fairly often applied authentic leadership compared with once a while in implemented authentic leadership. This was demonstrated by the comparison of the results obtained, the comparison between 47% of all respondents (business coach) who applied authentic leadership quite often and only 4% of all respondents (business coach) who applied authentic leadership once a while who felt very confident with coaching efficacy perceived.

Correlation analysis aims to determine whether between two or more variables there is a relationship, and if there is a relationship, how the relationship direction and how big the relationship (Taniredja and Mustafidah, 2012, p.95). Technique of corelation that used in this paper is Spearman Rank correlation. Spearman Rank correlation was used to test the hypothesis of authentic leadership relationship to coaching efficacy. Here is the hypotheses tested in this study:

Hypotheses:

H0: There is no relationship between authentic leadership towards coaching efficacy.

H1: There is a relationship between authentic leadership towards coaching efficacy.
       Hypothesis Testing Criteria:

1. rho (r_s) = 0, then H0 is accepted and H1 is rejected.
2. rho (r_s) ≠ 0, then H1 is accepted.

Hypothesis testing was done with the help of SPSS 20.0 software. The results can be seen in Figure 6.

Figure 6. Spearman Rank Correlation Results

Correlations

			Authentic_Lea dership	Keberhasilan _Coaching
Spearman's rho	Authentic_Leadership	Correlation Coefficient	1.000	.484**
		Sig. (2-tailed)	.	.000
		N	100	100
	Keberhasilan_Coaching	Correlation Coefficient	.484**	1.000
		Sig. (2-tailed)	.000	.
		N	100	100

Source: SPSS 20.0

Based on Figure 6, Spearman Rank correlation coefficient value (0.484) ≠ 0, then H1 was accepted. Thus, there was a relationship between authentic leadership towards coaching efficacy. Because the result of correlation coefficient value obtained positive which indicate the direction of direct relationship. This means, the higher the perception of business coach towards authentic leadership, the higher the coaching efficacy perceived by the business coach. The result of the correlation coefficient was then interpreted to see as strongly as the relationship. Interpretation of the correlation coefficient results in accordance with the table below.

Table 9. Interpretation of Correlation Coefficients

Coefficient Interval	Relationship Level
0,00 - 0,199	Very Low
0.20 - 0.399	Low
0.40 - 0.599	Moderate
0.60 - 0.799	Strong
0.80 - 1,000	Very Strong

Source: Authors, 2018

Based on table 9, the result of correlation coefficient obtained is 0.484 has a moderate level of relationship. Thus, the level of authentic leadership relationship to coaching efficacy is moderate.

After conducting spearman rank correlation analysis, analysis continued by calculating the coefficient of determination. The calculation coefficient of determination as follows:

$$KD = (r_s)^2 \, x100\%$$
$$KD = (0,484)^2 \, x100\%$$
$$KD = 0,234 x100\%$$
$$KD = 23,4\%$$

Based on the above calculation, the result of determination coefficient is 23,4%. This figure shows the contribution of authentic leadership to coaching efficacy of 23,4%, the rest equal to 76,6% contribution from other variable which is not included and discussed in this research. The percentage results also show that authentic leadership variables can have little effect on coaching efficacy. However, this is only a mere prediction, because different tests are necessary to know whether there is an influence or not.

4. RESULTS AND DISCUSSION

Results of descriptive analysis showed the percentage of assessment based on business coach opinion. The assessment of the respondent for authentic leadership variable was 77.3%, the value was included into the good criteria. Response of the respondents to the four dimensions of authentic leadership, when sorted from the largest percentage of the value starting from the dimension of balanced processing (80.2%), then the relational transparency dimension (77.1%), then internalised moral perspective dimension (76.5%), and self-awareness dimension (76.2%).

Responses of respondents to balanced processing were good which indicated that respondents' attitude (business coach) in analyzing data objectively regardless of their personal point of view before making good decisions. Respondents' responses to the relational transparency were good, indicated that the respondent (business coach) is open in giving information, expressing thoughts, and displaying emotions according to the circumstances well. Respondents' responses to internalised moral perspective were good, indicated that the respondent (business coach) involves a moral standards to achieve good behavioral integrity. Respondents' responses to the self-awareness were good, indicated that the respondent (business coach) is aware of one's strengths and weaknesses and behaves as well.

Based on the opinion of the business coach who was the respondent for the coaching efficacy variable, obtained the percentage of assessment is 80.5%, the value was included into the high criteria. Response of respondents to four dimensions of coaching efficacy, when sorted from the largest percentage value starting from the character building (84.7%), game strategy (80.3%), motivation (79.5%), and technique (79.3 %).

Respondents' responses to character building were very high, indicated that the respondents (business coach) may be very effective in their ability to influence self-development of coachee and positive attitudes toward the business. Respondents' responses to the game strategy dimension were high, indicated that the respondent (business coach) may be effective in his ability to coach and lead coachee to achieve successful performance. Respondents' responses to motivation dimensions were high, indicated that the respondent (business coach) may be effective in his ability to influence psychological and coachee skills. Respondents' responses to technique dimensions were high, indicated that respondents (business coach) may be effective in their ability to provide instruction and diagnosis.

Based on the results of cross-tabulation analysis, indicating a relationship, the more often the business coach implements the authentic leadership in the coaching session, the greater the confidence in the

coaching efficacy perceived by the business coach. However, the relationship in the results of the analysis on cross tabulation has not been able to prove the hypothesis in this study.

Hypothesis in this research, that authentic leadership have relationship towards coaching efficacy. To prove the hypothesis, the hypothesis that has been described in section 3.3 Data Analysis was tested. Correlation analysis results showed that there is a positive relationship between authentic leadership towards coaching efficacy. This is evidenced by the result of correlation value of +0.484 which indicates a relationship with the direction of a positive relationship and the level of authentic leadership relationship to coaching efficacy is moderate.

In addition to proving the hypothesis, the results of correlation analysis also answered the research question which is the purpose of this study. The result of analysis showing the relationship between authentic leadership to coaching efficacy in business coaching session has answered the question in this research. This study also aimed to determine whether a business coach needs to have authentic leadership characteristics to achieve business coaching efficacy. Based on correlation analysis, a business coach needs to have authentic leadership characteristics, but does not have to apply authentic leadership to achieve coaching efficacy because of the great contribution of authentic leadership to the efficacy of coaching is still small, that is equal to 23,4%. In addition, there are still 76.6% contributions from other variables that were not discussed in this study. So, the next researcher is expected to measure the contribution of authentic leadership to other variables that may be able to contribute more.

The results of this study supported previous research written by Gatling, et al. (2013) indicating a significant relationship between authentic leadership and coaching effectiveness. In contrast to previous research, this study was focused only on authentic leadership relationships on coaching efficacy. The efficacy of coaching is one of the variables that can measure the effectiveness of coaching (coaching effectiveness).

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

After analyzing the relationship of authentic leadership to coaching efficacy by using descriptive analysis, cross tabulation, and correlation analysis. The following conclusion could be drawn:

1. The business coaches' perception of the authentic leadership variable was good and the perception of the coaching efficacy variable was high. Thus, it can be concluded that there is no bad or low perception assessed by business coaches against the variables of authentic leadership and coaching efficacy.

2. There was a positive relationship between authentic leadership towards coaching efficacy which is 0.484. It indicated the direction of positive relationship and belonging to the moderate category. The positive relationship means that the higher the perception of business coaches toward the authentic leadership applied, the higher the coaching efficacy rate perceived by the business coaches. Authentic leadership contributes 23.4% to coaching efficacy. The calculation results of these contributions, can be a prediction that authentic leadership can have little effect on business coaching efficacy.

5.2 RECOMMENDATIONS

Suggestions given by researcher for further research, as follows:

1. The next researcher is expected to investigate further about the influence of authentic leadership on the efficacy of business coaching, because this research has proved the relationship between the two variables but cannot test the effect because of the limitation of the research.

2. The next researcher is expected to do research with discussion about business coaching, because currently, research on business coaching in Indonesia is still very rare.

This study shows that business coaches perception toward authentic leadership has a value of 77.3% which belongs to both criteria and business coaches' perceptions of coaching efficacy rate of 80.5%. Business coaches are expected to increase self-awareness during business coaching sessions. This is because the statement that the attitude of business coaches in the coaching session, described their abilities to have the lowest value on the authentic leadership variables. So, business coaches are also expected to apply authentic leadership well, to arise a sense of trust between coach and coachee.

In addition, business coaches are expected to increase confidence in their ability to give instructions and their diagnostic abilities. This is because the statement that was made by the coach who felt confident in detecting skill errors in coachee has the lowest value in the coaching efficacy variable. Business coaches are also expected to increase their confidence in coaching efficacy, so business coaching sessions may become more effective.

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